

The Roman Empire and its impact on Britain.






What was the Roman Empire and what impact did it have on Britain?

KEY LEARNING –

Children will recap what life was like in Britain during the end of the Iron Age. They will know that Julius Caesar attempted to invade Britain twice in 55-54BC. They will know why the Romans wanted to invade Britain and will explore why Emperor Claudius wanted to invade Britain. They will argue whether Claudius should have invaded Britain or not. They will know that Claudius successfully invaded Britain in AD43. They will learn why the Roman army was so strong and why they were able to control such a vast empire. They will know that some Celts did resist the Roman invasion and focus on Boudica and her rebellion. They will know why she rebelled in 60-61AD and sequence the events that led to her revolt. They will know that Boudica has been interpreted in different ways and that most accounts of her come from the Romans. They will know the key features of a Roman town, including the bath house, the forum, and aqueduct and they will know how evidence (such as ruins and artefacts) have helped us to understand what a Roman town was like. They will compare Roman towns to Celtic settlements and identify the similarities and differences between them. They will know why the Romans built a 1000 of miles of roads. They will know the impact that the Romans had on Britain, including, roads, place names, surviving buildings, Latin, calendar, money etc. They will know 3 reasons for why the Roman empire can to an end, for example, the cost of running an empire.

LKS2 – Cycle B – Chronological understanding of British history – Stone Age to Iron Age. Ancient Egyptians – they existed at the same time of the Romans and they interacted with each other.

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
Know about the attempted invasion by Julius Caesar in 55-54BC. The successful invasion by Claudius in AD43. Know that the Romans invaded, conquered and settled in Britain by building roads and towns.	Know what an emperor is and know they are in charge of an empire. Know how the Romans could control their empire.			Know the legacy that the Romans had on Britain and their 'Romanisation' of Britain.
Previous learning - KS1 – Children have learnt about conflict in the Crimean, First and Second World War.				Previous learning – KS1 – have explored the achievements and legacy of individual people (Captain Edward Smith, Florence Nightingale, Edith Cavell, Reginald Mitchell). LKS2 – Cycle B – the achievements of the Ancient Egyptians.

Chronological Understanding

- Use dates to work out the interval between periods of time and the duration of historical events or periods. – E.g., know how long was it between Caesar's invasion and Claudius's.
- Sequence 6-8 events, historical pictures or artefacts. – *Sequence events in Boudica's life that resulted in her rebellion.*
- Understand that history is divided into periods of history eg. ancient times, Middle Ages and modern.
- Understand more complex terms (e.g. BC/AD, decade, century)
- Place events from periods studied on timeline
- Use dates and terms related to the unit and passing of time, eg. millennium, continuity, and ancient.
- Begin to develop a chronologically secure knowledge of local, British and world history across periods studied.

Disciplinary Skills

Change and continuity

- Identify reasons for change and reasons for continuities. – *Understand that when the Romans invaded, they changed the Celtic way of life e.g., building towns.*
- Identify what the situation was like before the change occurred. – *Understand the Celtic way of life before the Romans invaded.*
- Compare different periods of history. – *Identify how the Roman period was different to the Celtic period.*
- Describe the changes and continuities between different periods of history. – *Identify how the Roman period was different to the Celtic period.*
- Identify the links between different societies. – *Know that the Celts in Britain were invaded by the Romans and that had differences. Know that the Romans interacted with the Greeks and the Ancient Egyptians.*

Similarity and difference

Identify similarities and differences between periods of history – Compare Celtic villages to Roman towns.

Cause and consequence

- Identify the consequences of events and the actions of people – *The consequence of Claudius's successful invasion – the Romanisation of Britain.*
- Identify reasons for historical events, situations, and changes. – *Why Boudica wanted to rebel. Why Claudius wanted to invade.*

Historical significance

- Recall some important people and events. – *Caesar (attempted invasions), Claudius (successful invasion and the subsequent 'Romanisation' of Britain,, Boudica (her rebellion).*
- Identify who is important in historical sources and accounts. – *Boudica.*

Historical interpretation

- Identify the differences between different sources and giving reasons for the ways in which the past is represented.
- Explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons and books.
- Begin to evaluate the usefulness of different sources. Understanding that sources can contradict each other.
- Look at a range of historical sources.
Representations of Boudica and why we might not be able to trust what the Romans wrote.

Historical enquiry

- Understand how historical enquiry questions are structured.
- Create historically-valid questions across a range of time periods, cultures and groups of people.
- Ask questions about the main features of everyday life in periods studied, e.g. how did people live.
- Use a range of sources to find out about a period.
- Observe the small details when using artefacts and pictures.
- Use evidence to build up a picture of a past event.
- Begin to recognise primary and secondary sources.
Why did Claudius invade? Why did Boudica rebel? What was the Romans legacy in Britain?

Organisation and communication

- Communicate knowledge and understanding through discussion, debates, drama, art and writing.
- Construct answers using evidence to substantiate findings.
- Create a structured response or narrative to answer a historical enquiry.
- Describe past events orally or in writing, recognising similarities and differences with today.

Vocabulary

Roman, Romanisation, empire, emperor, centurion, gladiator, Londinium, conquer, invade, senate, aqueduct, colosseum, bath house, temple, villa, mosaic.